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| **Teacher: V. Dean** | | **Subject: SOCIAL STUDIES 7** |
| **Unit Title: GETTING DOWN TO BUSINESS** | | **Date: 10- 11 – 13**  **A Day** |
| **VA SOL Objectives:**  **USII.2** The student will use maps, globes, photographs, pictures, or tables for  b) Explaining relationships among natural resources, transportation, and industrial development after 1865.  c) Locating the 50 states and the cities most significant to the historical development of the United States.  **USII.4** The student will demonstrate knowledge of how life changed after the Civil War by  b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;  d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;  e) Describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement. | | |
| **VA Beach Objectives:**  7.2.1 Describe how life on the farm and in the cities changed after the Civil War. (USII.4d)  7.2.2 Identify cities and regions associated with industrialization. (USII.2c)  7.2.3 Identify factors that supported the industrial development of the United States. (USII.2b, USII.4d)  7.2.4 Describe the relationship between key industries and their location. (USII.2b, USII.4b)  7.2.5 Describe the growth of big business. (USII.4d)  7.2.6 Identify the contributions of key individuals to the growth of industrial America. (USII.4d)  7.2.7 Describe working conditions during industrialization. (USII.4e)  7.2.8 Evaluate the effectiveness of methods used by labor to improve working conditions. (USII.4e) | | |
| **Enduring Understandings** | | **Essential Question(s)** |
| 1. The physical environment affects economic activities and settlement patterns. 2. Transportation networks increase social and economic interaction. 3. Economic, political, and social factors support industrial development. 4. Technology may serve as an agent of social and economic change. 5. People form unions to gain economic and political power. | | 1. Which factors supported industrialization? 2. Why did workers form unions? |
| **21st Century Learning Look-Furs (Critical Thinking, Innovation, Problem Solving, Collaboration)** | | |
| Students successfully grapple with higher-order questions asked by teacher.  Students articulate meaningful responses to “so what” (what if, why).  Students generate higher-level questions.  Students engage in authentic learning activities and/or create authentic work.  Students defend positions with justification based on factual evidence and data.  Students analyze and solve problems by generating a variety of ideas and solutions. | | Students recognize and pose problems inherent in a given situation.  Students adapt learned knowledge to more complex/ambiguous situations.  Students use and explain the right method of thinking (reasoning, decision making, problem solving, making judgments).  Students evaluate and communicate their own thinking.  Students make connections and predictions using prior knowledge.  Students select, create, use and communicate effectiveness of a variety of tools, such as graphic organizers. |
| **VBCPS Continuum for 21st Century Skills**  (Utilizing the 21st Century Skills Continuum, indicate which 21st century skills students will engage in through this plan – the use of these skills should be evident in the scope and sequence) | | **Assessments – Formative and Summative** |
| **Critical Thinking**  **creative/Innovative Thinking**  **Problem Solving**  **Information Literacy**  **Listening** | **Collaboration**  **Communication**  **Social Responsibility**  **Sustainability**  **Interdependence**  **Health Literacy** | *\*tests*  *\*quizzes*  *\*writing prompts*  *\*graphic organizers*  *\*exit tickets*  *\*jump starts*  *\*fish bowel discussions* |
| **Scope and Sequence of Learning Activities (**include Warm-Up, Strategies, Assessments, Closure/Reflection, etc.; Indicate how the activities in the scope and sequence engage the student behaviors described by the look-fors and skills above**)** | | |
| **TEACHING METHOD/CHRONOLOGICAL SCOPE OF ACTIVITIES**  **Jump Start: What are the benefits of working in groups? What are disadvantages?**  **A Day:**  **1st Go over students Direct Compare and Contrast sheet, especially the question in which they needed to make a connection. Model examples of what is expected.** *How did these individuals effect the growth of industrial America?*  **2st Students will use two-column note paper to take notes will watching a power points and YouTube video clips on topics: working conditions, Triangle Shirt Waist fire, Homestead Strike, Unions; *The Knights of Labor & AFL.***  Homestead Strike- http://www.youtube.com/watch?v=zw9DGwmVZ7o  Triangle Shirtwaist- <http://www.youtube.com/watch?v=xpxGZ4YgN8s>  [***http://www.youtube.com/watch?v=owk\_LE1GcKY***](http://www.youtube.com/watch?v=owk_LE1GcKY)  ***3nd* Students will read an excerpt from the Virginia Pilot, dated Nov. 2012,** *Fire highlights harsh lives of Bangladesh workers.*  After they read they will participate in a ***Silent Exchange strategy: students will each be given a sheet of paper write an open-ended question at the top of a sheet of paper. Question stems will be posted on the promethean board. In groups of four and five students will pass their papers to one another, read the question at the top of each page, and have two min. to write a response to that question. No talking during activity. After two minutes is up, the responders stop writing, sign their names, and pass the paper to the next person in the rotation. Continue unitl all participants have answered the questions.***  Then open ed for discussion. Group then whole class. **See Attached.**  **4rd Write About:** *students will complete a Write About page with four corresponding pages from the history text book;*  *Workers organize (p.617) Changes in the Workplace (p. 617) Problems of urban life (p. 621) & Rapid Growth of Cities (620)*  EXIT TICKET: How did the events of the Triangle Shirt Waist fire and the Bangladesh fire support the rise of labor unions and other reform measures. Collect for assessment! | | |
| **Homework Activity** (ensure homework is meaningful, appropriate, and utilized as formative feedback) | | |
| Write About Sheet | | |
| **Materials and Resources** | | **Strategies for Differentiation, Critical Thinking, Authentic Learning, Collaboration, Student-Centered Rigor** |
| .\* \*Open Compare and Contrast graphic organize  \*copies of entrepreneurs mini bios Heads/portraits  \*Two-column notes | | Collaboration & Critical Thinking Silent Exchange |
| **Teacher Evaluation of Learning Plan (Notes for Future Use)** | | |
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